



Welcome and Revisiting the Social-Emotional and Trauma-Related Needs of Youth in Secure Settings

June 5, 2019



The National Technical Assistance Center
for the Education of
Neglected or Delinquent
Children (NTAC)



www.neglected-delinquent.org

Welcome and Day 2 Agenda

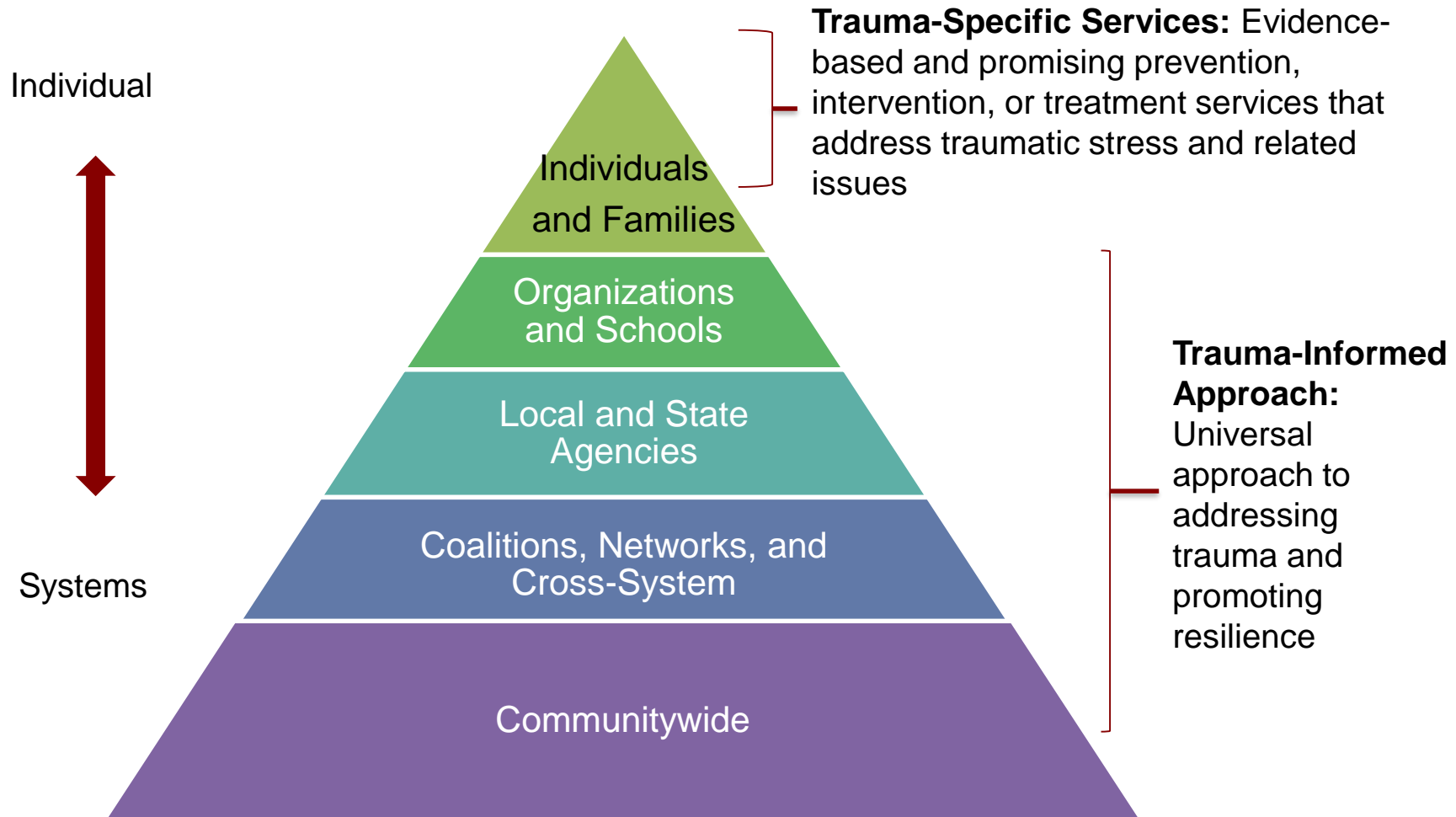
9:00–9:30 a.m.	Welcome and Revisiting the Social-Emotional and Trauma-Related Needs of Youth in Secure Settings
9:30–10:30 a.m.	Breakout I: Understanding the Social-Emotional and Trauma-Related Needs of Youth
10:30–10:45 a.m.	<i>Break</i>
10:45–11:15 a.m.	Federal Panel
11:15 a.m.–12:30 p.m.	The Juvenile Justice Reform Act and Implications for Correctional Education

Day 2 Agenda (cont'd)

- 12:30–2:00 p.m. *Lunch on your own*
- 2:00–3:15 p.m. Plenary II: Data-Based Decision Making in Correctional Education
- 3:15–3:30 p.m. *Break*
- 3:30–4:30 p.m. Breakout II: Data-Based Decision Making in Correctional Education
- 4:30–5:00 p.m. Wrap-Up and Reflections: Day 2

Breakout: Supporting a Trauma-Sensitive Approach

Trauma-Informed Approach



Understanding Trauma Sensitivity

In a trauma-sensitive school, all aspects of the educational environment—from workforce training to engagement with students and families to procedures and policies—are grounded in an understanding of trauma and its impact and are designed to promote resilience for all.

The approach may require changes to mission, vision, practices, policies, and culture.

Supporting a Trauma-Sensitive Approach

- 1 Support Staff Development
- 2 Create Safe and Supportive Environments
- 3 Assess Needs and Provide Support
- 4 Build Social and Emotional Skills
- 5 Collaborate With Youth and Families
- 6 Promote Trauma-Informed Procedures and Policies
- 7 Partner Across Systems

Supporting a Trauma-Informed Approach

1

Support Staff Development

- Raise awareness about the prevalence and impact of trauma among leaders, stakeholders, and partners.
- Support trauma-informed capacity-building efforts at State, local, and facility levels—in educational settings and beyond:
 - Staff education and skill building
 - School-, district-, and facility-wide adoption
- Support alignment of professional development for approaches, strategies, and practices (e.g., social-emotional learning, restorative practices, positive behavioral interventions and supports).

Adopting a Trauma-Informed Approach

2

Create Safe and Supportive Environments

- Ensure safe physical environments.
- Work to identify and minimize potential trauma reminders and triggers in the educational environment.
- Work to eliminate retraumatizing practice.
- Support the adoption of culturally responsive practices.

Impact of Trauma: Systems

Potentially retraumatizing practices in facilities include:

- Employing harsh, punitive, shaming practices
- Allowing environments to become disorganized, unpredictable, or unsafe
- Treating youth disrespectfully
- Minimizing voice and choice
- Using practices such as seclusion and restraint
- Demonstrating minimal knowledge of people's historical experiences of trauma and/or belittling those experiences

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- ## 3 Assess Needs and Provide Support
- Ensure youth have access to screening and assessment processes that consider trauma and related effects.
 - Ensure plans for youth include ways to address trauma-related needs where applicable (e.g., individualized education programs, service and treatment plans, transition plans, discharge and aftercare plans).
 - Ensure youth have access to trauma-specific mental health interventions as needed.

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- ## 4 Build Social and Emotional Skills
- Support the integration of universal strategies to teach and model emotional regulation and prosocial behaviors.
 - Support the integration of formal strategies for helping students cope with stress and adversity.

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5

Collaborate With Youth and Families

- Include youth and families on agency boards, advisory groups, working groups, and other decision-making bodies in youth-serving systems.
- Adopt formal mechanisms for seeking regular input from and working collaboratively with youth and families.

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6

Adapt Policies and Procedures

- Develop a mission and vision statement that includes a commitment to a trauma-informed approach and meeting the specific needs of the youth served.
- Integrate trauma-informed efforts into strategic plans.
- Build expectations related to trauma-informed practice into requests for proposals, applications, and subgrantee monitoring.
- Review policies and practices regularly to ensure full alignment with a trauma-informed approach (include youth, families, and staff).
- Work to eliminate retraumatizing procedures, policies, and discipline practices.

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7

Partner Across Systems

- Identify key partners for supporting trauma-informed practice.
- Provide cross-system learning, skill-building, and resource sharing related to trauma and trauma-informed practices.
- Ensure a consistent level of understanding and support for varying groups of youth exposed to trauma across service systems.
- Collaborate to develop complementary policies that support a trauma-informed approach across systems (e.g., nondiscrimination policies, practices to support positive youth development).
- Consider how you can support and leverage other State and local initiatives related to trauma (e.g., training efforts, State agency initiatives, ACE task forces and groups).

Action Planning

Next Steps: Creating Your Plan

In breakout groups, use the action-planning template to:

- Identify next steps in core areas.
- Determine what you can pursue in your role to support a trauma-sensitive approach for the youth in Title I, Part D–funded programs and the facilities in which they reside.
- Identify additional resources and partners needed to support these efforts.

Tools and Resources

Trauma-Sensitive Schools Training Package



Trauma-Sensitive Schools
TRAINING PACKAGE

UNDERSTAND • BUILD • LEAD

The *Trauma-Sensitive Schools Training Package* includes a roadmap and tools for adopting a trauma-sensitive approach. The training package supports school and district administrators and staff to:

- Understand trauma in a broad and inclusive way
- Recognize the effects of trauma on students, families, school administrators and staff, and communities
- Learn a process for implementing a schoolwide trauma-sensitive approach
- Integrate trauma-sensitive practices into their daily operations

Trauma-Sensitive Schools Training Package

UNDERSTAND Trauma and Its Impact

- E-resource
- Companion slide presentation and activity packet for in-person training

BUILD Trauma-Sensitive Schools

- Online module for all staff
- Handouts
- Facilitation Guide

LEAD Trauma-Sensitive Schools

- Online module for leaders
- Action Guide
- Facilitation Guide



Get it here!

<https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>

Additional Resources and Tools

- SAMHSA's National Child Traumatic Stress Network at <http://www.nctsn.org> (child welfare, behavioral health, school and juvenile justice resources)
- Center on the Developing Child at Harvard University at www.developingchild.harvard.edu
- Child Trauma Academy at <http://childtrauma.org>
- SAMHSA Treatment Improvement Protocol: Trauma-Informed Care in Behavioral Health Services at <http://store.samhsa.gov/shin/content//SMA14-4816/SMA14-4816.pdf>
- Centers for Disease Control's overview of the Adverse Childhood Experiences Study at <http://www.cdc.gov/violenceprevention/acestudy/index.html>
- Think Trauma: A Training for Staff in Juvenile Justice Residential Settings (NCTSN Child Welfare Trauma Training Toolkit; Marrow et al., 2012)

Additional Resources and Tools

- Cole, S. F., Eisner, A., Gregory, M., & Ristuccia, J. (2013). *Creating and advocating for trauma-sensitive schools*. Massachusetts Advocates for Children. Retrieved at <http://www.traumasensitiveschools.com>
- Wolpow, R., Johnson, M. M., Hertel, R., & Kincaid, S. (2009). *The heart of learning and teaching: Compassion, resiliency, and academic success*. Washington State Office of the Superintendent of Public Instruction (OSPI) Compassionate Schools at <http://k12.wa.us/CompassionateSchools/default.aspx>
- University of California San Francisco Healthy Environments and Response to Trauma in Schools (HEARTS) Program at http://coe.ucsf.edu/coe/spotlight/ucsf_hearts.html
- San Francisco Department of Public Health Trauma-Informed Systems Initiative at <http://www.leapsf.org/pdf/Trauma-Informed-Systems-Initiative-2014.pdf>
- The Philadelphia ACE Project at <http://www.healthfederation.org/portfolio/philadelphia-ace-project/>